

DE Health Education Learning Outcomes

Standard 1: Students will understand essential health concepts in order to transfer knowledge into healthy actions for life
Enduring Understanding: Functional knowledge of health concepts impacts health behavior.
Essential Questions: What is health? What prevents people from practicing healthy behaviors?

GRADE CLUSTERS

From Kindergarten to the end of Grade 2 , students will know and be able to :	By the end of Grade 5 , students will build on the K-4 expectations and will know and be able to:	By the end of Grade 8 , students will build on the K-7 expectations and will know and be able to:	By the end of Grade 12 , students will build on K-11 expectations and will know and be able to:
<p>1.1 Recognize that healthy behaviors impact personal health.</p> <p>1.2 Recognize that there are multiple dimensions of health.</p> <p>1.3 Describe ways to prevent communicable diseases.</p> <p>1.4 Illustrate ways to prevent common childhood injuries.</p> <p>1.5 Describe why it is important to seek health care.</p>	<p>1.1 Describe the relationship between healthy behaviors and personal health.</p> <p>1.2 Identify indicators of intellectual, emotional, social, and physical health.</p> <p>1.3 Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p>1.4 Describe ways to prevent common childhood injuries and health problems.</p> <p>1.5 Describe when it is important to seek health care.</p>	<p>1.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence.</p> <p>1.3 Analyze how the environment impacts personal health.</p> <p>1.4 Describe how family history can impact personal health.</p> <p>1.5 Describe ways to reduce or prevent injuries and adolescent health problems.</p> <p>1.6 Explain how appropriate health care can promote personal health.</p> <p>1.7 Describe the benefits of and barriers to practicing a healthy behavior.</p> <p>1.8 Examine the likelihood of injury or illness if engaging in unhealthy practices.</p> <p>1.9 Imagine how serious injury or illness could be if engaging in unhealthy practices.</p>	<p>1.1 Predict how healthy behaviors impact health status.</p> <p>1.2 Analyze the interrelationship of intellectual, emotional, social, and physical health.</p> <p>1.3 Analyze how environment and personal health are interrelated.</p> <p>1.4 Analyze how genetics and family history can impact personal health.</p> <p>1.5 Propose ways to reduce or prevent injuries and health problems.</p> <p>1.6 Analyze the relationship between access to health care and health status.</p> <p>1.7 Explain the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>1.8 Analyze personal susceptibility to injury, illness or death if engaging in unhealthy practices.</p> <p>1.9 Analyze the potential severity of injury or illness if engaging in unhealthy practices.</p>

DE Health Education Learning Outcomes

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.			
Enduring Understanding: Health is influenced by multiple factors			
Essential Questions: What is health? What prevents people from practicing healthy behaviors?			
GRADE CLUSTERS			
From Kindergarten to the end of Grade 2 , students will know and be able to :	By the end of Grade 5 , students will build on the K-4 expectations and will know and be able to:	By the end of Grade 8 , students will build on the K-7 expectations and will know and be able to:	By the end of Grade 12 , students will build on K-11 expectations and will know and be able to:
2.1 Describe how the family influences personal health practices. 2.2 Identify how the school can support personal health practices. 2.3 Describe how the media can influence health behaviors.	2.1 Describe how a person's family and culture influence personal health practices. 2.2 Express how peers can influence healthy and unhealthy behaviors. 2.3 Describe how the school and community support personal health practices. 2.4 Explain how media influences thoughts, feelings, and health behaviors. 2.5 Describe ways technology can influence personal health.	2.1 Examine how the family influences the health of adolescents. 2.2 Describe the influence of culture on health beliefs and practices. 2.3 Describe how peers influence healthy and unhealthy behaviors. 2.4 Analyze how messages from media influence health behaviors. 2.5 Analyze the influence of technology on personal and family health. 2.6 Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.7 Relate how personal values and beliefs influence individual health practices. 2.8 Describe the influence of alcohol and other drug use on judgment and self control.	2.1 Analyze how the family influences the health of individuals. 2.2 Analyze how culture supports and challenges health beliefs and practices. 2.3 Consider how peers influence healthy and unhealthy behaviors. 2.4 Evaluate the effect of media on personal and family health. 2.5 Evaluate the impact of technology on personal, family and community health. 2.6 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. 2.7 Self assess personal values and beliefs on individual health practices. 2.8 Explain the influence of alcohol and other drug use on individual and group behavior. 2.9 Analyze how public health policies and government regulations influence health promotion and disease prevention.

DE Health Education Learning Outcomes

Standard 3: Students will demonstrate the ability to access information, products and services to enhance health.
Enduring Understandings: Utilizing valid resources facilitates health
Essential Questions: What is health? What prevents people from practicing healthy behaviors?

GRADE CLUSTERS

From Kindergarten to the end of Grade 2 , students will know and be able to :	By the end of Grade 5 , students will build on the K-4 expectations and will know and be able to:	By the end of Grade 8 , students will build on the K-7 expectations and will know and be able to:	By the end of Grade 12 , students will build on K-11 expectations and will know and be able to:
3.1 Recognize trusted adults and professionals who can help promote health. 3.2 Describe ways to locate school and community health helpers.	3.1 Compare and contrast characteristics of valid health information, products and services. 3.2 Locate resources from home, school and community that provide valid health information.	3.1 Analyze the validity of health information, products and services. 3.2 Access valid health information from home, school, and community. 3.3 Explore the accessibility of health services 3.4 Describe situations that may require professional health services. 3.5 Locate valid and reliable health products and services.	3.1 Evaluate the validity of health information, products and services. 3.2 Utilize resources from home, school and community that provide valid health information. 3.3 Compare the accessibility of health products and services. 3.4 Determine when professional health services may be required. 3.5 Access valid and reliable school and community health services.

DE Health Education Learning Outcomes

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Enduring Understanding: Effective communication protects and enhances health
Essential Questions: What is health? What prevents people from practicing healthy behaviors?

GRADE CLUSTERS

From Kindergarten to the end of Grade 2 , students will know and be able to :	By the end of Grade 5 , students will build on the K-4 expectations and will know and be able to:	By the end of Grade 8 , students will build on the K-7 expectations and will know and be able to:	By the end of Grade 12 , students will build on K-11 expectations and will know and be able to:
<p>4.1 Model healthy ways to express needs, wants and feelings.</p> <p>4.2 Utilize listening skills to enhance health.</p> <p>4.3 Role play ways to respond when in an unwanted, threatening or dangerous situation.</p> <p>4.4 Demonstrate ways to tell a trusted adult if threatened or harmed.</p>	<p>4.1 Demonstrate effective verbal and non-verbal communication skills to enhance health.</p> <p>4.2 Demonstrate refusal skills to avoid or reduce health risks.</p> <p>4.3 Recognize the benefits of non-violent strategies to manage or resolve conflict.</p> <p>4.4 Demonstrate how to ask for assistance to enhance personal health.</p>	<p>4.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p>4.3 Model effective conflict management or resolution strategies.</p> <p>4.4 Decide how to ask for assistance to enhance the health of self and others.</p>	<p>4.1 Utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <p>4.2 Differentiate between refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.3 Create strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>4.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p>

DE Health Education Learning Outcomes

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
Enduring Understanding: Decision making is a process that impacts health
Essential Questions: What is health? What prevents people from practicing healthy behaviors?

GRADE CLUSTERS

From Kindergarten to the end of Grade 2 , students will know and be able to :	By the end of Grade 5 , students will build on the K-4 expectations and will know and be able to:	By the end of Grade 8 , students will build on the K-7 expectations and will know and be able to:	By the end of Grade 12 , students will build on K-11 expectations and will know and be able to:
<p>5.1 Identify situations when a health-related decision is needed.</p> <p>5.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p>	<p>5.1 Identify health-related situations that might require a thoughtful decision.</p> <p>5.2 Analyze when assistance is needed when making a health-related decision.</p> <p>5.3 List healthy options to health-related issues or problems.</p> <p>5.4 Predict outcomes of each option when making health-related decision.</p> <p>5.5 Choose a health option when making decisions.</p> <p>5.6 Describe the outcome(s) of a health-related decision.</p>	<p>5.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.2 Determine when health-related situations require the application of a decision-making process.</p> <p>5.3 Distinguish when individual or collaborative decision making is appropriate.</p> <p>5.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.5 Predict the short-term impact of each alternative on self and others.</p> <p>5.6 Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>5.7 Analyze the outcome(s) of a health-related decision.</p>	<p>5.1 Examine barriers that can hinder healthy decision making.</p> <p>5.2 Justify when individual or collaborative decision making is appropriate.</p> <p>5.3 Generate alternatives to health-related issues or problems.</p> <p>5.4 Predict short and long-term impact of each alternative on self and others.</p> <p>5.5 Defend the healthy choice when making decisions.</p> <p>5.6 Evaluate the effectiveness of health-related decisions.</p>

DE Health Education Learning Outcomes

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
Enduring Understanding: Goal setting enhances health outcomes
Essential Questions: What is health? What prevents people from practicing healthy behaviors?

GRADE CLUSTERS

From Kindergarten to the end of Grade 2 , students will know and be able to :	By the end of Grade 5 , students will build on the K-4 expectations and will know and be able to:	By the end of Grade 8 , students will build on the K-7 expectations and will know and be able to:	By the end of Grade 12 , students will build on K-11 expectations and will know and be able to:
6.1 Identify a short-term personal health goal and take action toward achieving the goal. 6.2 Identify who can help when assistance is needed to achieve a personal health goal.	6.1 Set a personal health goal and track progress toward its achievement. 6.2 Identify resources to assist in achieving a personal health goal.	6.1 Assess personal health practices. 6.2 Develop a goal to adopt, maintain, or improve a personal health practice. 6.3 Apply strategies and skills needed to attain the personal health goal. 6.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	6.1 Assess personal health practices and overall health status. 6.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.3 Implement strategies and monitor progress in achieving the personal health goal. 6.4 Formulate an effective long-term personal health plan.

DE Health Education Learning Outcomes

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Enduring Understanding: Practicing and adopting healthy behaviors leads to a healthy lifestyle
Essential Questions: What is health? What prevents people from practicing healthy behaviors?

GRADE CLUSTERS

From Kindergarten to the end of Grade 2 , students will know and be able to :	By the end of Grade 5 , students will build on the K-4 expectations and will know and be able to:	By the end of Grade 8 , students will build on the K-7 expectations and will know and be able to:	By the end of Grade 12 , students will build on K-11 expectations and will know and be able to:
7.1 Show healthy practices to maintain or improve personal health. 7.2 Share examples of health practices to avoid or reduce health risks.	7.1 Identify responsible personal health behaviors. 7.2 Consider a variety of healthy practices to maintain or improve personal health. 7.3 Explore a variety of practices to avoid or reduce health risks.	7.1 Describe the importance of being responsible for personal health behaviors. 7.2 Model healthy practices that will maintain or improve the health of self and others. 7.3 Evaluate practices to avoid or reduce health risks to self and others.	7.1 Exhibit individual responsibility for enhancing personal health. 7.2 Compare and contrast a variety of health practices that will maintain or improve the health of self and others. 7.3 Advocate for practices to avoid or reduce health risks to self and others.

DE Health Education Learning Outcomes

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.
Enduring Understanding: Advocacy is critical to personal, family and community health
Essential Questions: What is health? What prevents people from practicing healthy behaviors?

GRADE CLUSTERS

From Kindergarten to the end of Grade 2 , students will know and be able to :	By the end of Grade 5 , students will build on the K-4 expectations and will know and be able to:	By the end of Grade 8 , students will build on the K-7 expectations and will know and be able to:	By the end of Grade 12 , students will build on K-11 expectations and will know and be able to:
8.1 Make requests to promote personal health. 8.2 Encourage peers to make positive health choices.	8.1 Express opinions and give accurate information about health issues. 8.2 Encourage others in making positive health choices.	8.1 State a health enhancing position on a topic and support it with accurate information. 8.2 Explain how to influence and support others in making positive health choices. 8.3 Work cooperatively when advocating for healthy individuals, families, and schools. 8.4 Adapt health messages and communication techniques for different audiences.	8.1 Design accurate peer and societal norms to formulate a health-enhancing message. 8.2 Invent ways to influence and support others in making positive health choices. 8.3 Assume the role of an advocate for improving personal, family and community health. 8.4 Present health messages and communication techniques to a specific target audience.